

Instructional Leader/Teacher Conversations

1. Establish rapport and build trust by identifying strengths
2. Establish purpose/focus for the conversation
3. Ask the teacher for his/her self-reflection of the work by moving fluidly between these three approaches:
 - a. Collaborative problem-solving, or
 - b. Instructive information, or
 - c. Facilitative or reflective questioning
4. Listen carefully to the teacher's view by probing for more information through:
 - a. Paraphrasing
 - b. Asking clarifying questions
 - c. Asking mediational questions
5. Promote accountability by:
 - a. Finding agreement on success, or
 - b. Seeking alternative ways to achieve success
 - c. Identifying specific next steps
 - d. Expressing confidence and setting up a follow-up conference

Conversation Stems

Paraphrasing

So....

In other words....

What I'm hearing then....

As I listen to you I'm hearing.....

Asking Clarifying Questions

Would you tell me a little more about?

It'd help me understand if you'd give me an example of?

So, are you saying/suggesting.....?

Tell me what you mean when you?

Asking Mediational Questions

What's another way you might....?

What would it look like if you.....?

What criteria did you use to....?

How did you decide to (come to that conclusion).....?

Suggestion Stems

A couple of things to keep in mind...

What I know about _____ is_____...

Something you might consider trying is....

There are a number of approaches.....

Sometimes it's helpful if you

Specific Stems for Expectations for Student Work/Assessment

Selecting the Assessment

How might you assess what students are learning with a focus on the standards?

What do you want your students to know or be able to do within this assessment?

What content standards does this assessment address?

Expectations of Student Work

How will you know if your students are meeting the standards?

What sort of quality work or performances would you like to see?

How do you expect your students to perform on this assessment?

What factors may contribute to student success or lead to challenges with the assessment?

Identifying Criteria for assessing the Work

How would you describe the criteria for meeting this standard?

Let's refer to the content standards or an existing rubric for descriptors...

What specific elements must be contained in the work or performance to meet the standards?

How will you know when the students have met the level of rigor addressed in the standards?

Student Learning Objectives

Role-Play Observer Note-taking Guide

1. Determine a focus for your observation:
 - a. Paraphrasing
 - b. Asking clarifying questions
 - c. Asking mediational questions
 - d. Moving from collaborative approach to instructive and/or facilitative
2. Collect three-four pieces of data that illustrate examples of your focus for the observation.

Focus:

Instructional Leader Language/Behavior	Teacher Language/Behavior
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••